

# Professional Development Report


January 2025 - Report #5

This report includes completed and scheduled professional development at the district level, department level and school site level. It covers the timeframe from January 2025 moving forward to any scheduled and approved professional development sessions that are planned. Similar reports will be created and shared with the school board throughout the 2024-25 school year.

This report provides basic information regarding staff professional development including the date, time, location, title of the session and alignment with district priorities, legal or licensure requirements. A “required or optional” column refers to sessions that employees are required to attend by the district and the optional column indicates employees have the option to attend.

## Professional development by category

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Elementary - building level							
Date	Time	Presenter	Audience	Location	Title	District strategic priority alignment	Required or optional
1/8	30 min.	AH staff	Building staff	Brookside	Wellness, Gratitude- Book study	EFFECTIVE ORGANIZATIONAL SUPPORT, WORKFORCE 3.1 Improve Employee recruitment and retention.	Optional 

10/1	6.5 hours	Catalyst	Building staff	UAE	Catalyst: Foundational Skills, Digging Deep	SAFE & WELCOMING ENVIRONMENT BEHAVIOR 1.1 Improve student engagement, connection and behavior.	Optional ▾
11/4	6.5 hours	Leader in Me	Building staff	UAE	Academic Data Collection and Student Goal Setting	INCREASED STUDENT ACHIEVEMENT, LITERACY 2.1 Improve literacy at all grades.	Optional ▾
Ongoing	30 min	AH staff	Building staff	Brookside	Book study: Boredom Busters by Katie Powell.	SAFE & WELCOMING ENVIRONMENT, BEHAVIOR 1.1 Improve student engagement, connection and behavior.	Optional ▾
10/14	6.5 hours	Catalyst	Probationary staff	Sunrise	Foundational Skills Review of Foundational Skills for probationary staff, coaching opportunity.	SAFE & WELCOMING ENVIRONMENT BEHAVIOR 1.1 Improve student engagement, connection and behavior.	Optional ▾
Jan-June	15 min, DD2	AH staff	Building staff	Adams	Weekly collaboration	INCREASED STUDENT ACHIEVEMENT, LITERACY 2.1 Improve literacy at all grades	Optional ▾
10/23	30 min	AH staff	Teaching staff	Brookside	Supporting ML students and families, Part 1	SAFE & WELCOMING ENVIRONMENT BEHAVIOR 1.1 Improve student engagement, connection and behavior.	Req. District ▾
10/30	30 min	AH staff	Teaching staff	Brookside	Supporting ML students and families, Part 2	SAFE & WELCOMING ENVIRONMENT BEHAVIOR 1.1 Improve student engagement, connection and behavior.	Req. District ▾

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## Elementary - District Level

Date	Time	Presenter	Audience	Location	Title	District strategic priority alignment	Required or optional
Oct.-Feb.	5 hours total	MCGT, Dr. Joy Lawson Davis	TD TaLS	ESC	Virtual PD- book study Empowering Underrepresented Gifted Students	INCREASED STUDENT ACHIEVEMENT, LITERACY 2.2 Prepare students to enter the workforce of the future: portrait of a Graduate., LEGAL OR LICENSURE REQUIREMENT	Optional -

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## Middle School - Building level

Date	Time	Presenter	Outside Provider	Audience	Location	Title	Description	Strategic priority	Required or optional
01/17	1.5hr	AH-Staff	no	Combination	JMS	Jaguars in Action: <i>THINK Jaguars in Action.pdf</i> 7:45-9:15 am	We will deliver professional development on an Evidence Based Practice identified by John Hattie's Visible Meta-analysis on Visible Learning. <a href="#">Visible Learningplus</a> <a href="#">250+ Influences on Student Achievement</a>	INCREASED STUDENT ACHIEVEMENT 2.4 Improve instruction and comprehension at the secondary level	Optional -
01/1	1.5hr	AH-Staff	no	Combination	JMS	Jaguars in Action:	We will deliver professional	INCREASED	Optional -

7				n		<i>DISCUSS</i> <a href="#">Jaguars in Action.pdf</a> 9:30-11:00 am	development on an Evidence Based Practice identified by John Hattie's Visible Meta-analysis on Visible Learning. <a href="#">Visible Learningplus 250+ Influences on Student Achievement</a>	STUDENT ACHIEVEMENT 2.4 Improve instruction and comprehension at the secondary level	
01/17	1.5hr	AH-Staff	no	Combination	JMS	Jaguars in Action: <i>READ</i> <a href="#">Jaguars in Action.pdf</a> 7:45-9:20 am	We will deliver professional development on an Evidence Based Practice identified by John Hattie's Visible Meta-analysis on Visible Learning. <a href="#">Visible Learningplus 250+ Influences on Student Achievement</a>	INCREASED STUDENT ACHIEVEMENT 2.4 Improve instruction and comprehension at the secondary level	Optional ▾
01/17	1.5hr	AH-Staff	no	Combination	JMS	Jaguars in Action: <i>WRITE</i> <a href="#">Jaguars in Action.pdf</a> 9:30-11:00 am	We will deliver professional development on an Evidence Based Practice identified by John Hattie's Visible Meta-analysis on Visible Learning. <a href="#">Visible Learningplus 250+ Influences on Student Achievement</a>	INCREASED STUDENT ACHIEVEMENT 2.4 Improve instruction and comprehension at the secondary level	Optional ▾
01/17	1.5 hr	Catalyst	Yes	Combination	JMS	Catalyst Session 1 (7:45-9:20 am)	Catalyst Foundational Skills Refresh	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Optional ▾

01/17	1.5 hr	Catalyst	Yes	Combination	JMS	Catalyst Session 2 (9:40-11:00 am)	Catalyst Foundational Skills Refresh	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Optional ▾
01/17	Half day	AH-Staff & State	Yes	Professional Growth	NMS	Various opportunities offered to help teachers get hours for their licenses including the science of reading, EL, and warning signs on Mental Health	PD around specific needs for teachers	INCREASED STUDENT ACHIEVEMENT 2.4 Improve instruction and comprehension at the secondary level	Optional ▾
01/17	Half day	AH-Staff	no	Combination	OVMS	All Staff: District Restrictive Procedures and Reasonable Force - Followed by break out sessions	We will start our morning with an all staff presentation regarding reasonable force and restrictive procedures. For the remainder of the morning, staff will select three of six sessions regarding best teaching practices in a variety of content areas. The sessions are designed to provide collaborative instructional opportunities and authentic middle school learning experiences, which fosters greater staff and student connection.	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Req by district ▾

01/17	Half day	Jacki Brickman	Yes	Combination	RMS	Catalyst-Foundational Skills Refresher	Jacki has worked with RMS in the last year and will staff turnover a refresher on foundational skills will both ignite past learning and introduce new learning for RMS staff. The foundational skills align with our school improvement plan (commitments).	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Req by district ▾
01/17	2 hr	AH-Staff	no	Combination	AMSA	License renewal 4: Key Warning Signs for Early Onset Mental Illness (Session 1 option - 8:00 - 10:00.am)	Licensure renewal requirements. Staff will acquire a deeper understanding of the key warning signs and symptoms for mental health struggles that impact our students.	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Optional ▾
01/17	2 hr	AH-Staff	no	Combination	AMSA	License renewal 7: Evidence of growth in best teaching practices for meeting EL learners (Session 1 Option - 8:00 - 10:00 am)	Licensure renewal requirements. Staff will receive strategies to support our ML students at AMSA.	INCREASED STUDENT ACHIEVEMENT 2.4 Improve instruction and comprehension at the secondary level	Optional ▾
01/17	2 hr	AH-Staff	no	Combination	AMSA	Productive Struggle with Kevin Bross & Consolidation with Sarah Edmundson (Session 1 option: 8:00 - 10:00 am)	The Productive Struggle: Staff will have the opportunity to see how increasing student achievement through rigor and problem solving skills will create a more engaging and active environment.	INCREASED STUDENT ACHIEVEMENT 2.4 Improve instruction and comprehension at the secondary level	Optional ▾

01/17	1 hr	AH-Staff	no	Combination	AMSA	License Renewal 7: Suicide Prevention (Session 2 option: 10:00 - 11:00am)	Licensure renewal requirements . Provide staff with training to support students at risk.	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Optional ▾
01/17	1 hr	Asynchronous on LMS	no	Combination	AMSA	License Renewal 9: American Indian History and Culture (Session2 option: 10:00 - 11:00 am)	Licensure renewal requirement. Participants will gain insights that they can apply directly in their teaching practices and community interactions.	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Req by district ▾
01/17	1 hr	AH-Staff	no	Combination	AMSA	Renewing your Energy: 7 Types of Rest	Days can be stressful and this session will provide healthy outlets to increase energy and lower stress as we support the district wellness plan.	EFFECTIVE ORGANIZATIONAL SUPPORT 3.1 Improve employee recruitment and retention	Req by district ▾
01/17	Other	AH-Staff	no	Combination	CRMS	SIP commitments	re-engage in our SIP commitments and check the pulse on where we are	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Req by district ▾

01/17	Half day	AH-Staff	no	Combination	CRMS	Burst sessions	Staff are looking for strategies to create better instructional practices, improve student behavior outcomes, and ways to increase high critical thinking skills	INCREASED STUDENT ACHIEVEMENT 2.4 Improve instruction and comprehension at the secondary level	Req by district ▾
01/17	Half day	AH-Staff	no	Combination	CRMS	CT SIP commitment work	practice all the learning from burst sessions and discuss in small groups (CT) to create practices. MCA teaching strategies as discussed during Jan staff meeting.	INCREASED STUDENT ACHIEVEMENT 2.4 Improve instruction and comprehension at the secondary level	Req by district ▾

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High School - Building level					
Date	Duration	Presenter	Main Focus/ Outcomes	Strategic priority	Required or optional
No activity for the month					

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Compass					
Date	Duration	Presenter	Main Focus/ Outcomes	Strategic priority	Required or optional
No activity for the month					

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<b>Student Conduct</b>						
Date	Duration	Presenter	Main Focus/ Outcomes	Strategic priority	Required or optional	
No activity for the month						

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<b>Secondary Curriculum</b>							
Content Area	MS/HS/ Combined	Duration	Presenter	Title	Description	Strategic priority	Required or optional
No activity for the month							

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## Department Level

### Special Education Staff - January 17

Content Area	ES/MS/HS Combined	Duration	Outside provider	Presenter Name and Organization affiliation	Target Audience/ Applicability to classroom instruction	Name of Session	Rationale for delivery to staff	Summary of Content	PD Focus	Required or optional
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SpEd	Combined	Full day	Yes	Core Reading OL&LA	Combination	Science of Reading	Per the READ Act all special education staff will be trained in the Science of Reading.	Staff will work in their chosen cohort to complete the required modules for this time period.	INCREASED STUDENT ACHIEVEMENT 2.1 Improve literacy at all grades	Req. State/...
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## Special Education Itinerant Staff - January 17

Itinerant Staff	Duration	Outside provider	Presenter Name and Organization affiliation	Target Audience/ Applicability to classroom instruction	Name of Session	Rationale for delivery to staff	Summary of Content	District Strategic Priority Supported	Required or optional
Elementary SLPs	Full day	Yes	CORE Reading OL&LA	Combination	Science of Reading	Per the READ Act all special education staff will be trained in the Science of Reading.	OL&LA equips educators to provide all students- including multilingual, dyslexic, and developing readers- with both research-based reading and second language acquisition instruction	INCREASED STUDENT ACHIEVEMENT 2.1 Improve literacy at all grades	Req. State/Fed
Elementary Non Public	Full day	Yes	CORE Reading OL&LA	Combination	Science of Reading	Per the READ Act all special education staff will be trained in the	OL&LA equips educators to provide all students- including	INCREASED STUDENT ACHIEVEMENT	Req. State/Fed

						Science of Reading.	multilingual, dyslexic, and developing readers- with both research-based reading and second language acquisition instruction	2.1 Improve literacy at all grades	
Secondary SLPs	Full day	Yes	CORE Reading OL&LA	Combination	Science of Reading	Per the READ Act all special education staff will be trained in the Science of Reading.	OL&LA equips educators to provide all students- including multilingual, dyslexic, and developing readers- with both research-based reading and second language acquisition instruction	INCREASED STUDENT ACHIEVEMENT 2.1 Improve literacy at all grades	Req. State/Fed ▾
BVI	Full day	Yes	CORE Reading OL&LA	Combination	Science of Reading	Per the READ Act all special education staff will be trained in the Science of Reading.	OL&LA equips educators to provide all students- including multilingual, dyslexic, and developing readers- with both research-based reading and second language acquisition instruction	INCREASED STUDENT ACHIEVEMENT 2.1 Improve literacy at all grades	Req. State/Fed ▾

Secondary Non Public	Full day	Yes	CORE Reading OL&LA	Combination	Science of Reading	Per the READ Act all special education staff will be trained in the Science of Reading.	OL&LA equips educators to provide all students- including multilingual, dyslexic, and developing readers- with both research-based reading and second language acquisition instruction	INCREASED STUDENT ACHIEVEMENT 2.1 Improve literacy at all grades	Req. State/Fed ▾
HomeBased/Homebound	Full day	Yes	CORE Reading OL&LA	Combination	Science of Reading	Per the READ Act all special education staff will be trained in the Science of Reading.	OL&LA equips educators to provide all students- including multilingual, dyslexic, and developing readers- with both research-based reading and second language acquisition instruction	INCREASED STUDENT ACHIEVEMENT 2.1 Improve literacy at all grades	Req. State/Fed ▾
PhD	Full day	Yes	CORE Reading OL&LA	Combination	Science of Reading	Per the READ Act all special education staff will be trained in the Science of Reading.	OL&LA equips educators to provide all students- including multilingual, dyslexic, and developing readers- with both research-based	INCREASED STUDENT ACHIEVEMENT 2.1 Improve literacy at all grades	Req. State/Fed ▾

							reading and second language acquisition instruction		
Social Workers	Full day	Yes	Anoka County Children's Mental Health and the Polyvagal Institute	Professional Growth	Cultivating Connecting Inside, Outside, and In Between	This will increase intervention strategies available for staff use and the clinical knowledge to help support staff intervene with students.	In this session participants will be given a basic overview of what polyvagal theory is, what it means for the kids we work with, and how to view/ address/ intervene with behavior in a way that supports new learning by the child.	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Req by district ▾
Eval Team	Full day	Yes	Michelle Merchant Woods Heather Johnson Sara Terry	Combination	FBA/BSP Part 1		The team will receive continued training on the FBA process including how to collect data, analyze the data and ensuring appropriate data has been collected. This training will also include using FBAs to write behavior support	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Req by district ▾

							plans that are being driven by the data to improve student engagement, connection and behavior.		
Psychologists	Full day	Yes	Michelle Merchant Woods Heather Johnson Sara Terry	Combination	FBA/BSP Part 1		The team will receive continued training on the FBA process including how to collect data, analyze the data and ensuring appropriate data has been collected. This training will also include using FBAs to write behavior support plans that are being driven by the data to improve student engagement, connection and behavior.	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Req by district -
BIS	Full day	Yes	Michelle Merchant Woods Heather Johnson Sara Terry	Combination	FBA/BSP Part 1		The team will receive continued training on the FBA process including how to collect data, analyze the data and ensuring appropriate data	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection	Req by district -

							has been collected. This training will also include using FBAs to write behavior support plans that are being driven by the data to improve student engagement, connection and behavior.	and behavior	
Secondary TOSA	Full day	Yes	SIPPS	Combination	SIPPS Curriculum	Curriculum adoption for SIPPS is complete. This training will allow further development of how to implement and reflect on the curriculum usage.	An overview of the SIPPS curriculum and its use in the Anoka Hennepin District for Functional Classrooms	INCREASED STUDENT ACHIEVEMENT 2.1 Improve literacy at all grades	Req by district ▾
DAPE	Half day	no	AH-Staff	Combination	Goals & Objectives		Teachers will learn about skill based goal writing for IEPs to enhance their current understanding.	INCREASED STUDENT ACHIEVEMENT 2.4 Improve instruction and comprehension at the secondary level	Req by district ▾
OTs	Half day	no	AH-Staff	Professional Growth	Size Matters Handwriting Program: A Multitiered		This course discusses how to use the Size Matters	SAFE AND WELCOMING ENVIRONMENTS	Req by district ▾

					Intervention		Handwriting Program in a multi-tiered intervention (e.g. Rtl, MTSS, I&RS, etc.), schoolwide, within classrooms, with small groups and individually. The 8 Key Concepts and Strategies for adapting SMHP for all learners will be covered as will measurement, supportive materials, and published efficacy studies.	1.1 Improve student engagement, connection and behavior	
PTs	Half day	no	AH Staff	Professional Growth	Updates on documentation expectations for School Based Physical Therapists		We will be reviewing expectations for documentation of PT services both indirect, direct and evaluations. We will also review expectations for MA supervision and training. We will explore the use of AI making our documentation systems more efficient.	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Req by district ▾



DHH	Half day	no	AH Staff	Combination	Due Process Deeper Dive: Evaluation and IEP Consistency		This session will focus on diving deeper into evaluation reports, IEP PLAAFPs, and impact statements in order to promote consistency in the team's approach and writing of their plans.	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Req by district ▾
Elementary TOSA	Half day	no	MDE	Combination	MN Dept of Education Hosted Trainings and Webinars for Special Education Division		The Minnesota Department of Education (MDE) Special Education Division enlisted experts from across the nation for a series of remote presentations. <a href="#">Recordings</a>	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Req by district ▾

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# Student Services - January 17

Department	Content Area	Duration	Outside provider	Presenter Name and Organization affiliation	Target Audience/Applicability to classroom instruction	Name of Session	Rationale for delivery to staff	Summary of Content	PD Focus	Required or Optional
Social Work Team	General	Full day	yes	Anoka County Children's Mental Health and the Polyvagal Institute	Professional Growth	Cultivating Connecting Inside, Outside, and In Between	This will increase intervention strategies available for staff use and the clinical knowledge to help support staff intervene with students.	In this session participants will be given a basic overview of what polyvagal theory is, what it means for the kids we work with, and how to view/address/intervene with behavior in a way that supports new learning by the child.	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Req by district ▾
Health Services Team	General	Half day	no	AH-Staff	Professional Growth	School Psychologist model/attendance with working with school staff/counties/families	This will increase intervention strategies available for staff use and the clinical knowledge to help support staff intervene	Staff will know how to collaborate with other team members	SAFE AND WELCOMING ENVIRONMENTS 1.1 Improve student engagement, connection and behavior	Req by district ▾

							with students.			
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## Community Education

### Community Education

Title	Time	Required or optional	Presenter	Target Audience	Main Focus/ Outcomes	Strategic Priority Supported
No activity for the month						

### Community Education - A+

Date	Title	Time	Required or optional	Presenter	Target Audience	Main Focus/ Outcomes	Strategic Priority Supported
1/22	A+ Inservice - Conscious Discipline	3 hours	Optional ▾	A+ CD team	Site Leaders, Site Coordinators, Program Coordinators	This inservice will build upon the skills and powers of Conscious Discipline that our staff have been learning about for the last 4	SAFE AND WELCOMING ENVIRONMENT BEHAVIOR 1.1 Improve student engagement, connection and behavior

					<p>years. It focuses on the notion that " This is all about Me..." It has to start with us and encouraging ourselves, focusing on accomplishments and positivity. What I offer to others I strengthen within myself. Know your triggers and window of tolerance so that you don't respond negatively. Instead breathe, identify the triggers, and notice.</p> <p>The training will be broken down into 4 sections.</p> <p>1. Know your Brain State: This section will focus on the Brain states and the importance of staff be able to recognize their own brain state in order to support the students in their care.</p> <p>2. Internalize The Powers: This section will take a closer look at Conscious Disciplines seven skills</p>	
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						<p>and power.</p> <p>Internalize the Powers for YOU..png</p> <p>3. Create a Resiliency Plan This section will focus on the importance of individual and team self-care tools.</p> <p>4. Be Present and Notice and DNA is your Best Friend This section will take a closer look at noticing and the role of the DNA process. Included examining self awareness, social awareness, self-management, and relationship management.</p>	
2/11	Recess and Children's Rights/School Response (Inclusion Training)		Req by district ▾	Heather Von Bank, PhD, Professor —Minnesota State University - Mankato	Ln. 2 support staff and some CCAs	<p>The MN legislature passed a law in the 2023 session to support children's right to recess. The law prohibits schools from excluding a student from participating in recess as</p>	<p>Required and SAFE AND WELCOMING ENVIRONMENT BEHAVIOR 1.1 Improve student engagement, connection and behavior</p>

						a consequence of behavior. Participants will understand the importance of play and recess for children's social emotional development and will find ways to support in our program children's right to play and recess.	
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## Community Education - Early Learning

Date	Title	Time	Required or optional	Presenter	Target Audience	Main Focus/ Outcomes	Strategic Priority Supported
No activity for the month							

Administrative Services							
Date	Title	Time/Durati on	Presenter	Audience	Main outcomes	Alignment to District priorities	Required or Optional
No activity for the month							

## Flex PD - District Wide - Elementary

Date	Time	Location	Course name	Hours	Audience	Relicensure	Description	Contact	Strategic Priority	Required or optional
No activity for the month										Optional ▾

## Flex PD - Districtwide - Secondary

Date	Time	Location	Course Name	Hours	Audience	Description	Contact	Required or optional	Strategic Priority
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									Optional ▾	
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## Flex PD - Districtwide - Two Rivers/RTL

Date	Time	Location	Course Name	Hours	Audience	Description	Contact	Required	Strategic Priority
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No activity for the month

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## Flex PD - Districtwide - Itinerant

Date	Time	Location	Course Name	Hours	Audience	Description	Contact	Required	Strategic Priority
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No activity for the month

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## Flex PD - District Wide - Student Services

Date	Time	Location	Course Name	Hours	Audience	Description	Contact	Required	Strategic Priority
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## Flex PD - ECFE and Preschool

Date	Time	Location	Course Name	Hours	Audience	Description	Contact	Required	Strategic Priority
No activity for the month									

## Flex PD - EIP

Date	Time	Location	Course Name	Hours	Audience	Description	Contact	Required	Strategic Priority
No activity for the month									

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## Flex PD - ECSE 3-5

Date	Time	Location	Course Name	Hours	Audience	Description	Contact	Required or optional	Strategic Priority
No activity for the month									

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